Effect of Teaching English Language through Stick Figures upon Creativity, Interest and Academic Achievement of Middle School Students

Synopsis

Submitted in the partially fulfillment for the requirement of

Doctor of Philosophy

In

Education

Submitted by

Rajni Bala

Under the supervision of

Prof. D. Vasanta Kumari

DEPARTMENT OF FOUNDATION OF EDUCATION, FACULTY OF EDUCATION,

DAYALBAGH EDUCATIONAL INSTITUTE, (DEEMED TO BE UNIVERSITY)

DAYALBAGH, AGRA – 282005

2022

Introduction

English language is well known as international language or lingua franca. It is a language of international market, communication, trade, commerce, education, cultural transmission etc. As a global language primary function of English education is to enable speakers to share with others ideas and culture. English is used as the first language of more than 350 million people around the world and more than 430 million people speaking it as a second language but due to many social, cultural, economic and educational hurdles this language became a hard shell to be broken to relish its inner essence. English becomes embedded in culture of the country in which it is used. In every field whether it is science, medical, Commerce, art, research, academic a person gets more opportunities when he is friendly with this Global Language English.

Teaching becomes effective when teacher uses some audio-visual aids as a study ***'The Effectiveness of Audio-Visual Aids in Teaching Learning Process (2018)***' by **Prem Sundar** concluded that audio-visual aid is the best tool for teachers and students to make teaching learning process effective and easy; it promotes the cognitive, effective and psycho-motor aspects of the teachers and students. In Indian context English language teaching generally employ traditional method resulted in monotonous and boring task. Thus language learning often takes place secondary position. There are very few people who learn language as their interest call. Mostly language is learnt as a part of curriculum. Our education system needs some changes in language learning system. It is seen that people are always in search of new teaching learning techniques. Now question arises, is there any new concept or method of using an interesting visual aid for students.

Stick figures are visually effective in words teaching, grammar teaching and texts teaching etc. It is believed that stick figure is the best way to supply teaching material in a lively and vivid circumstance. Through visual education system teachers can not only organize teaching procedure to gain better effects, but also to satisfy children's learning psychology. Stick figures in English teaching can be proved effective in arousing children's learning motivation and learning effects. Now in our study we will explore how stick figures work in English language teaching in schools and how the teaching of English grammar through stick figures affects the interest, academic achievement and creativity of students.

The Origin of Stick Figures

It is believed that stick figures have its origin in prehistoric era as the first petroglyphs (a rock carving) appeared 50,000 years ago in caves found in Europe and Australia. Some people hold the opinion that stick figures were invented by people as a medium of communication. Tens of thousands of years later, writing systems using images for words ormorphemes (such as Egyptian and Chinese) developed as linguistic symbols, started to simplify people and other objects.

Figure 1 Petroglyphs (figures carved on rocks) used in prehistoric era

In 1920, Otto Neurath,(part of Vienna circle of philosophers) developed a system called **ISOTOPES** (International system of typographic picture education). He developed this system to represent quantitative and qualitative information with easily recognized symbols to help grown ups and children. He described his work 'Visual Education'.

The first international use of stick figures is in the 1964 Summer Olympics in Tokyo. Pictograms created by Japanese designers Maaru Katzumie and Yoshiro Yamashita formed the basis of future pictograms. In 1972, Otl Aicher developed the stick figures used in signage, printed materials, etc. for the 1972 Summer Olympics in Munich.

Figure 2 Stick figures is in the 1964 Summer Olympics

Drawing on those and many other similar symbol sets in use at the time, in 1974 and 1979 AIGA (commissioned by the U. S. Department of Transportation) developed the DOT Pictograms-50 public domain symbols for use at transportation hubs, large events, and other contexts in which people would know a wide variety of different languages. These symbols derived from them, are widely used today.

Figure 3 Stick Figures used by by Department of Transportation

'Learning through fun' 'providing multi-sensory environment for effective learning' 'let the teacher be creative to make her students creative' 'contextualizing learning' are some slogan that reverberate in the education scenario.

If education system works on the basis of these slogans, education become meaningful and contextualized and provide child friendly environment which in true use of multisensory approach (as

indicators the individual needs of every child). In this context stick figures would be a good medium of instruction in teaching and learning English for Middle School students. Stick figures can be used primary, middle as well as in higher classes and make students to work on spoken English, reading and writing skills. **(Dhnya Bhaskaran 2013)**

Stick figures are visually effective medium to teach language. It is a way to supply teaching material in a vivid and lively manner. When a teacher uses some audio-visual method, teaching becomes more efficient and arouse children's learning motivation. The main goalof using stick figures in English language teaching is to show how simple Stick figures enable contextualized learning.

Visual impact is more than simply listening and hearing. Using stick figures in language teaching enhance students' attention or focus. Visual aids or stick figures are proven psychological friendly learning materials to make teaching and learning environment realistic, live and appealing. A very good thing about stick figures is, to use this method needs no professional training as they are simple rapid sketches on the blackboard to conveythe content and context to the student. Teachers who are not good at drawing can also draw and use them and make their classroom teaching effective. In a tutorial by **Jaime Rodriguez (2013)** '**Draw and Teach Stick Figures'** he says that the purpose of using stick Figures is to make teaching learning process easier. It also helps students to motivate to use and communicate in English.

Language teaching should be done in an interesting way to make student more inquisitive to learn vocabulary reading writing & communicative skill. Now in our study we will explore how stick figures work in teaching English language in schools and its effect on interest, creativity and academic achievement of students.

1.0.0 Creativity

Creativity is a phenomenon where something new or valuable is formed. The created item may be intangible like an idea, a scientific theory, a musical composition or a physical object like invention, a printed literary work or a painting. Creativity is an inevitable part of human condition directly related to learning with fun and intelligence. A study by **T.Uvaraj (2015)** suggests that creativity in language should be enhanced for the betterment of the effective teaching and learning process. Creativity is considered as the sum of fluency, flexibility, originality and elaboration.

1.0.0 Interest

Interest may refer to the motivating force that compels us to attend to a person, a thing, or an activity or it may be the effective experience that has been stimulated by the activity itself. In other words, interest can be the cause of an activity and the result of participation in that activity. Interest the mind can attend to one thing at a time. Mind has to select from various options. It is very natural that mind select such objects in which it is interested. For example, one can attend studies only when he is interested in it. Thus, a successful teacher tries to make study interesting.

1.2.0 Emergence of the Problem

Universalization of primary education has important implications for language curriculum. Language learning is a major issue in our Indian education system. We always have a great focus on language learning. In framing our education policies National Curriculum Framework Educationists & scholars always focus upon holistic development of the learners. In **National Policy of Education 2020** it is stated that curriculum and pedagogy Reform across all stages will be to move the education system towards the understanding and towards learning how to learn and away from the culture of Rote learning as is present today.

In **National Education Policy 2020** it is stated that all languages will be taught in an enjoyable and interactive style with plenty of interactive conversation. It also has been proved multilingualism has great cognitive benefit to our young learners.

Native language or mother tongue can be learnt easily as one gets free and real-life experience related but a student needs good pedagogical method to learn any foreign or second language as it is not available in the immediate environment of the learner thus it needs different pedagogical strategies. Many learners of English may be the first-generation learners in their families; hence they face many obstacles in learning a new language.

A Report published by National Centre on Education and Economy 2005 has concluded about teachers' quality and training environment which is missing to develop good communicative teachers in English. Teaching is a well-paid profession in India and teachers are typically appointed based on political affiliations not on their content knowledge or pedagogical knowledge. We also can see that there is no system in place to motivate teachers to improve their Academic Achievement and

very little training available to strengthen teaching practices.

Thus in this manner teachers in India are facing a gap in the application lack of good pedagogical practices. We can also see that in our government school teachers being well qualified and trained, they are not using qualities and talents, at right place properly.

There is an urgent need to learn and qualify teachers of English so that they apply innovative teaching learning practices in their classroom teaching. Teaching through stick figures acts as an interactive device to enhance the auditory and visual skills – listening, reading, writing and speaking of English language.

There is an urgent need to learn and qualify teachers of English so that they apply innovative teaching learning practices in their classroom teaching. Teaching through stick figures acts as an interactive device to enhance the auditory and visual skills – listening, reading, writing and speaking of English language.

There is an urgent need to learn and qualify teachers of English so that they apply innovative teaching learning practices in their classroom teaching. Teaching through stick figures acts as an interactive device to enhance the auditory and visual skills – listening, reading, writing and speaking of English language.

Justification of the Study

Aannual Status of Education Report 2019 ASER data shows that children's performance on task requiring cognitive skill is strongly related to their ability to do early language and numeracy tasks. This report also suggests that focusing on play based activities that build memory, reasoning and problem solving abilities is more productive than an early focus on content knowledge. Thus using stick figures in language teaching is a good idea to enhance the performance of the students.

English as second and foreign language need a different pedagogy to study as there are various challenges in teaching and learning English. A study by **Nilima Roy (2014) "Challenges in Indian classroom to teach English as a Second Language"** discussed that there are following challenges:

- In India we have classes of mixed ability groups which are the feature of every small town and village.
- In most of the semi-urban and rural part of India teaching learning is done in the vernacular language

while most of competitive examinations (higher education andemployment) require English as medium of instruction.

- The ratio of students and teachers is high which leads to ineffectiveness of the teaching learning.
- Students and teachers do not get opportunity to speak English so they face more difficulties during the process of English language acquisition.
- Many teachers are unable to teach English effectively because they face a lot of problems due to lack of teaching aids and required technical support and relevant atmosphere.
- Researches proved that language acquisition ability is most active during 5 to 15 years.

As India is country of diversities. There is a lack of uniform standard of pronunciation because of regional languages and mother tongue.

Thus because of above challenges we need to inculcate such teaching method which overcome all these factors. Pictures might illustrate a dialogue or story if the dialogue and pictures are understood then it is hoped that the language which is new to the student will also be understood. There are many things that are difficult even impossible to bring into the classroom, but pictures can represent them and clear them in an effective way. Thus, stick figures can be useful as:

- Visual impact is more effective than simply listening and hearing.
- Using stick figures in language teaching enhance students' attention or focus.
- Using visual aids or stick figures are proven as psychological friendly learning approaches to make teaching and learning effective.
- Using stick figures needs no professional training as they are simple, rapid sketches on the blackboard.
- Teachers who are not good at drawing can also draw and use them and make teaching effective.
- **Thus, this study will try to find out the answers of the following questions:**
- How stick figures can be used in teaching English language for Middle classstudents?
- How far teaching English through stick figures enhances the interest of Middle School students?
- Do stick figures enhance the Creativity and Imagination of Middle School students?
- How far teaching language through stick figures enhances the creativity of Middle School

students?

- Can teaching through stick figures improve Academic Achievement of Middle School students?
- Is there any difference in the creativity, interest and Academic Achievement of Middle class students taught through traditional teaching and teaching through stick figures?

As in few studies it is seen Stick figures have an important function as aids to learning, simply because they attract students' attention, help and encourage them to focus on the subject.

A paper presented in 2nd international conference on Education, language, Art and Intercultural Communication (ICELAIC2015) by Ying Wei, **'*The Application of Stick Figures in Primary School English Teaching".*** This paper mainly focuses on the application of stick figures in primary school English teaching from four different aspects: teaching words, teaching grammar, texts, and class activities and concluded that application of stick figures help to attract Primary School people's attention effectively and make them focus on English learning.

A study by Ari Yuli A, stuti, I Putu Sukmaantara, Sudarsono '***The Effect of using stick figures on listening comprehension achievement of the eighth grade Students of smpn 13 jember in the 2012/2013 (Academic year)'*** concluded that stick figures gave a significant effect on the students' listening comprehension.

A Research paper by Rara Wisna, Nuri Ati Ningsih, and Rengganissiwi Amumpuni **'*The useof electronic stick figures for teaching writing recount text to the eighth grade students of SMPN 2 WUNGU'*** concluded that electronic stick figures can improve students' writing learning process make them more imaginative and enthusiastic in classroom.

A research by Nike Nufita Sari (2014), ***Improving the fifth grade students' vocabulary Achievement by using stick figures at SDN Dawuhanlor 5 lumajang in the2013/2014 academic year has concluded*** the use of stick figures could improve the students'vocabulary achievement and their active participation in the teaching and learning vocabulary of the fifth-grade students.

A research paper by Yang Lin, Wang Chenyang (2018)'***Study on Education Method of Children's Stick Figure Drawing Based on Color Form'*** focuses upon the importance of stick figures in language teaching, mathematics teaching, aesthetic education, turning art education work into practical ability, enriching children's painting of expression.

Wang Hui, Karen Joy Umila (2021) presented a research paper on '***Research on Innovative Techniques of Stick Figure Drawing in Pre-School Majors of Weifang Institute of Technology'*** Which focuses upon the importance of stick figures as basic skill for students to work as pre-school teachers and primary school teachers after graduation and great contribution of innovative techniques of stick figures in their training to enhance professional ability.

1.4.0 Statement of the Problem

The present problem can be stated as **"Effect of teaching English language through Stick figures upon the Creativity, Interest and Academic Achievement of Middle School Students".**

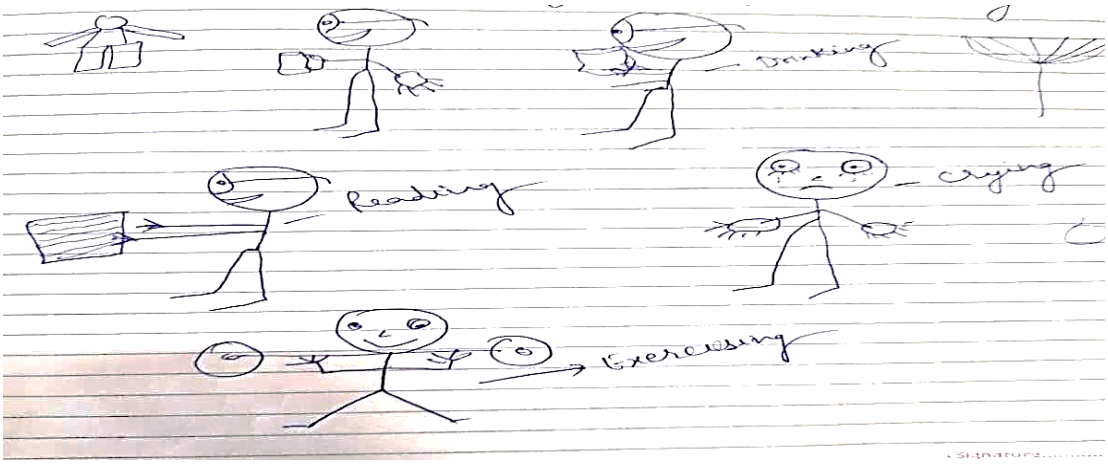
1.5.0 Operational Definitions of Variables used in Studies are:

1.5.1 Stick Figures

A drawing showing the head of a human being or animals as a circle and all others parts as straight lines. **(Merriam-Webster 1828)**

Stick Figures ……is a multimodal text comprised of images, written language, and design features. **(Shaun Tans 2009)**

Stick figures are a very simple drawing of a person, animal composed of few lines, curves and dots which are rapid but not very accurate. These are figures drawn on blackboard to teach English language.



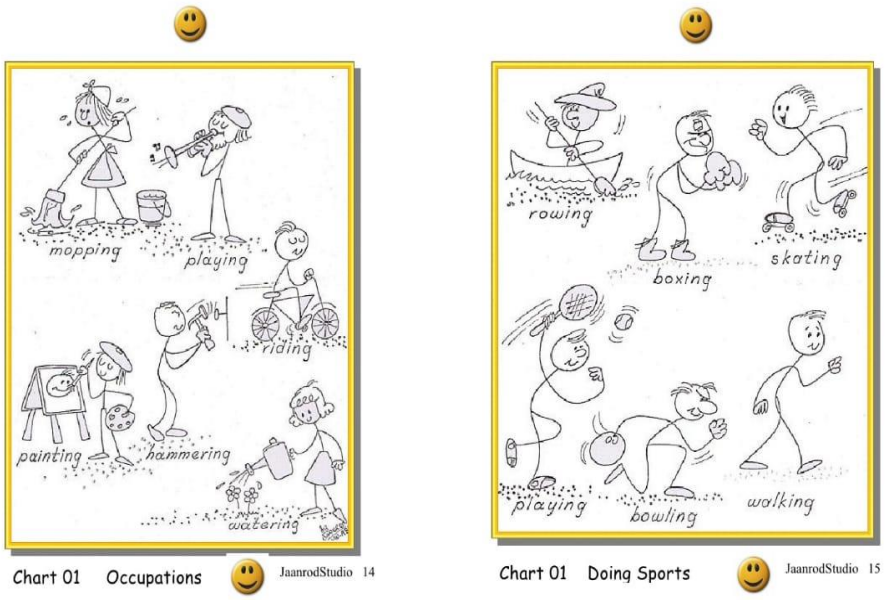


Figure 5 Drawing of Stick Figures

1.5.2 Creativity

Creativity is an imaginative activity, fashioned so as to produce outcomes which are original and of value. **(National Advisory Committee on cultural Education NACCE, 1999)**

Creativity process is any process by which something new is produced- an idea or an object including new form or arrangement of old elements. The new creation must contribute to the solution of some problem. **(Wilson & Guilford1974)**

Creativity is a cluster of skills that are needed to produce ideas that are both original and valuable. **(Sternberg2001)**

Creativity is an activity or a skill to produce original valuable ideas English language content taught in the classroom.

1.5.3 Interest

Interest is conceptualized as a relatively stable affective- evaluative orientation towards certain subject areas or objects. (**Hidi 2004)**

Interest is a tendency to become absorbed in an experience and to continue it. **(Bingham 1990)**

Interest is a term which describes feelings or emotions or orientation focus on English language causing

pleasantness in learning English.

1.5.4 Academic Achievement

Academic achievement is the extent to which a learner is profiting from instruction in a given area of learning. **(Crow and Crow 1969)**

Academic Achievement refers to what the situation has or what skills students has learned and is usually measured through assessment like standardized test, performance assessments and portfolio assessment. **(Satrock, 2006)**

In present study Academic Achievement include the performance of students in English language indicated by their test scores calculated through the self-constructed test.

1.5.5 Middle School Students

Middle school students refer to the students of 6 to 8 grade students of 11 to 14 age group.

(National Education Policy 2020)

In the present study middle school students refer to the students lying between the age group of 11 to 14 years.

1.6.0 Objectives of the Study:

Objectives of the study are:

1. To construct lesson plans in English language using Stick Figures for Middle School students.
2. To study the effect of English language taught through Stick Figures on the Interest of Middle School students.
3. To study the effect of English language taught through Sticks Figures on Creativity of Middle School students.
4. To study the effect of English language teaching taught through Sticks Figures on Academic Achievement of Middle School students.

1.7.0 Hypotheses of the Study:

The following hypotheses are framed for the research:

- There will be a significant effect of English language taught through stick figures on Interest of Middle School students.

- There will be a significant effect of English language taught through stick figures on creativity of Middle School students.
- There will be a significant effect of English language taught through stick figures on Academic Achievement of Middle School students.

1.8.0 Methodology of the Study

For the fulfillment of the mentioned objectives of the study the researcher designed her method of study as experimental study with a pre-test, post-test and two group experimental designs will be employed. The experiment of teaching English through Stick Figures will be conducted in three phases respectively.

The research procedure is showing in which method of study, method of selection of sample, tool to be used in the study and which statics will be used.

1.8.1 Research Design

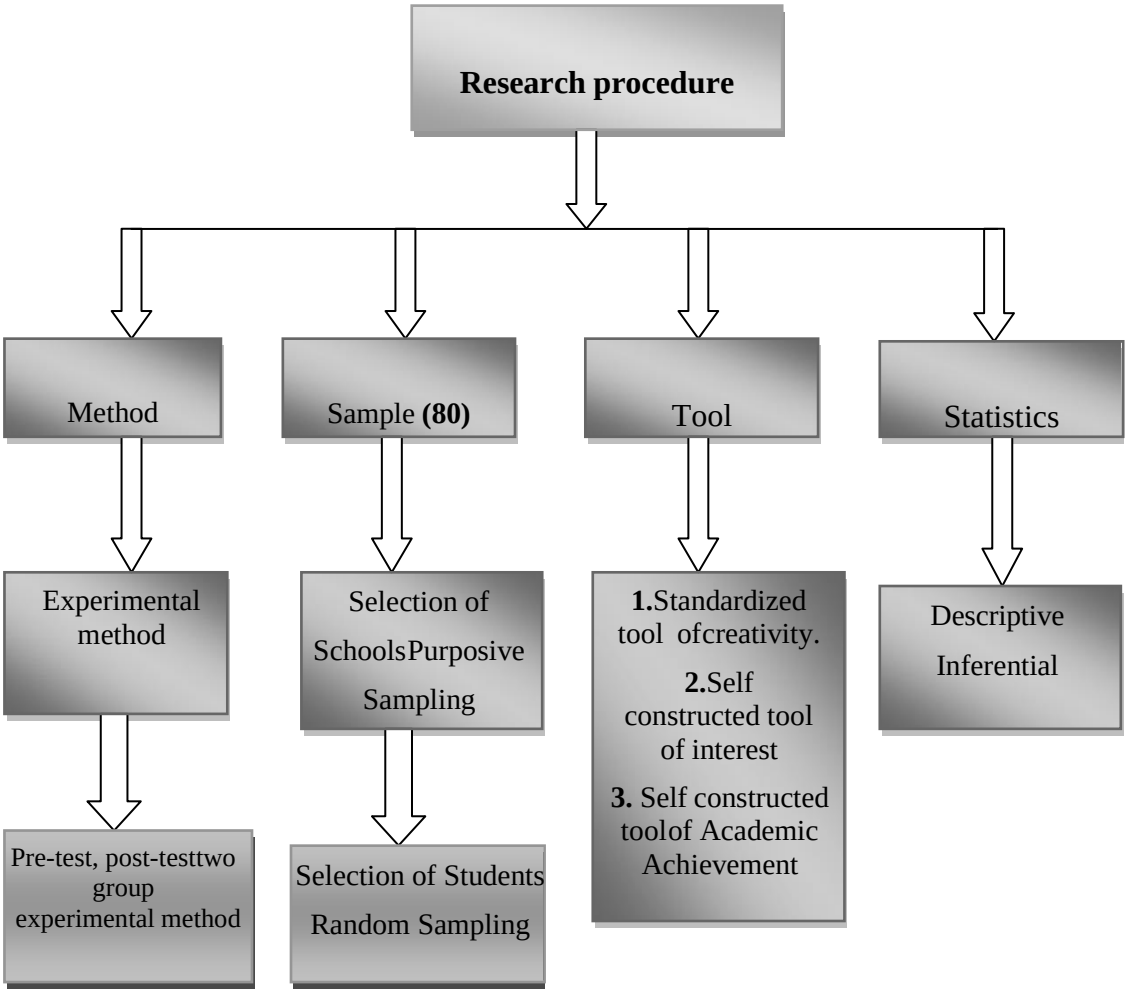


Figure 6 Showing Research Design

1.8.2 Sampling Procedure

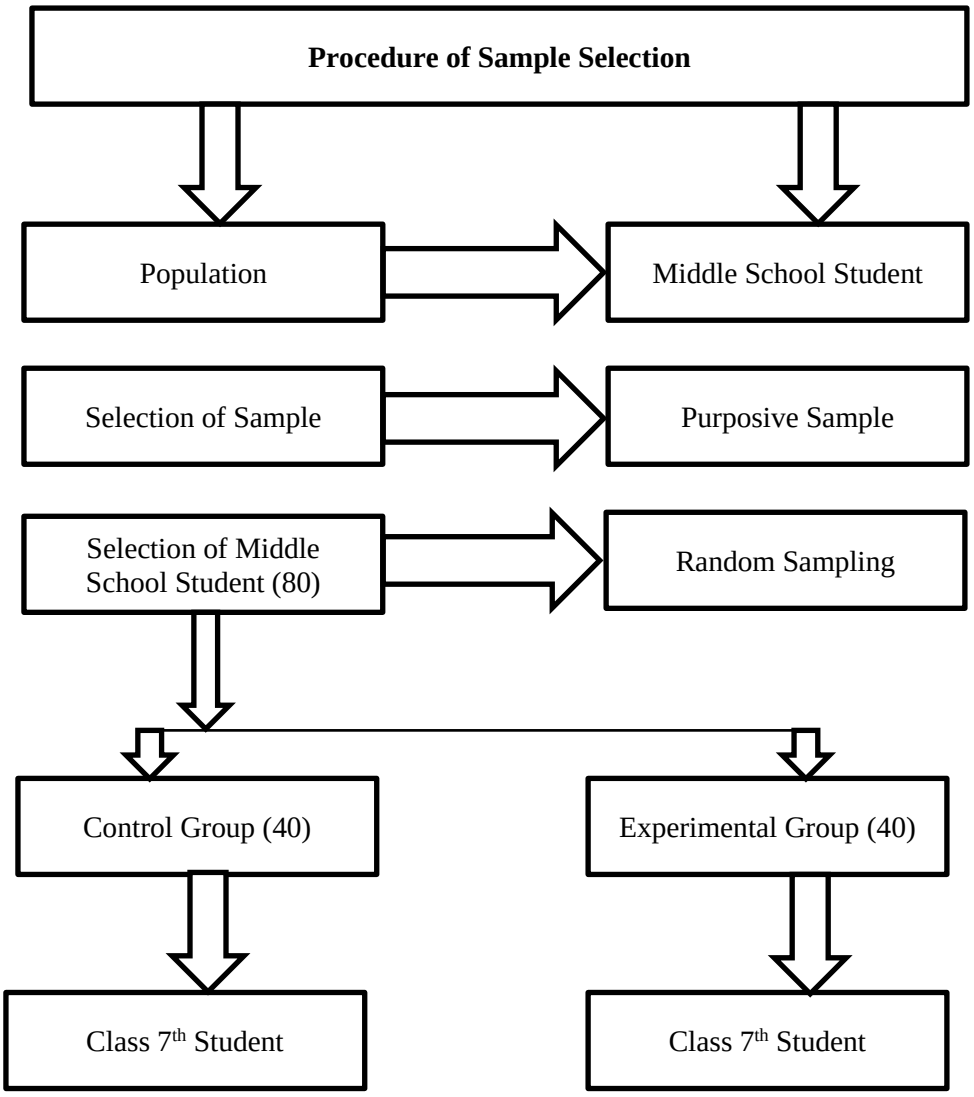


Figure 7 Showing Sampling Procedure

Two Group Experimental Design

First Phase: Pre-Test

- In this phase, Planning and Development of lesson plans of English language usingthe stick figures will be done.
- 30 Lesson plans for English Language teaching for class 7th will be developed.
- Creativity, Interest and Achievement will be measured through pre –test.

Second Phase: Intervention

- Teaching of English Language lesson plans.
- In this phase teaching of lesson plans through using stick figures will be organized.

The period of intervention programme will be of 30 days (40 minutes per Period).

- In this phase teaching of control group will be organized through traditional method and teaching of experimental group will be organized through using stick figures.

Third Phase: Post -Test

In this phase effect of English language lesson plans taught through stick figures will be measured through post-test.

Table 1: Showing Two Group Pre-Test, Post- Test Design

Groups	N	Pre-test	Intervention	Time Duration		Post-test
Experimental	40	Interest, Creativity, Academic Achievement	TeachingEnglish language through Stick Figures	Class Duration	Total Duration	Interest, Creativity, Academic Achievement
				40 minuteper period	30 lesson plans.	
Control	40	Interest, Creativity, Academic Achievement	No intervention (teachingthrough traditionalmethod)	Teaching through traditional method		Interest, Creativity, Academic Achievement

1.9.0 Tools to be used:

- Tool of creativity

Following tests of creativity are available to test creativity of students as per the given table.

Table 2: Tool of creativity

Sl.No	Name of the test	Year	Age	Class
1	Passi's Test of creativity	1972	-	IX to XI
2	Baqer Mehdi's Verbal test of creative thinking	1973	-	VII to VIII
3	Baqer Mehdi's Nonverbal test of creative thinking	1973	-	VII to VIII
4	V.P. Sharma and J.P. Shukla's Verbal test of scientific creative	1980	-	VII to VIII Grade boys
5	S.P. Malhotra and Sucheta Kumar's Language Creativity Test	1990		School and Graduatestudents
6.	M.Rajamanickam's Mental Imagery Questionnaire	1995		School and adult population
7	K.N.Sharma's Divergent Production Abilities	2006	13	VI to IX

As per the requirement of the study and age group of the students Language Creativity Test by S.P. Malhotra and Sucheta Kumar 1990 was found appropriate to test creativity of the middle-school students due to its relation with teaching of English language while the rest of them are not suitable for the current study.

- Self-constructed tool of Academic Achievement.

- Self-constructed tool of Interest.

1.10.0 Statistical Techniques:

- Mean
- Standard Deviation
- t-test
- Graphical Representation of data

1.11.0 Delimitation of the Study

- Sample will be taken from Agra city only.
- Students of U.P. Board will be the sample of the study to teach English language through stick figures.
- Middle school students between the age group of 11 to 14 will be considered as the sample of the study.
- Only class 7^{th} will be considered in the sample of the study**.**

1.12.0 Significance of the Study

English language teaching in school is not an easy task as it is a second or foreign language. It is well known fact that teaching becomes effective when audio visual aids are used thus in this study researcher try to explore the effect of English teaching through stick figures. It isa well-known fact that visual will impact is more than simply listening or hearing. Another fact is, when we are talking about language should be taught in an enjoyable and interactive style, using stick figures is a good and effective method. It is believed that stick figure is the best way to supply teaching material in a lively and vivid circumstance. Through visual education system teachers can not only organize teaching procedure to gain better effects, but also to satisfy children's learning psychology. Stick figures in English teaching can be proved effective in arousing children's learning motivation and learning effects. Using stick figures will fill the gap or remove the hurdle of technology in the school education as in semi urban or village school there is no very effective technological support to make teaching effective and enjoyable which enable students' creativity, Interest and Academic Achievement.

REFERENCES

1. **Arya Manisha, Suman Prasad Maurya and Chandola Anita, (2017).** Studies on Creativity and Academic Achievement among School Children International Journal of Family and Home Science, Vol.13 (3) (Sep.-Dec., 2017) (379-387)
2. **ASER 2020 Wave 1 –Rural,** Annual Status of Education Report (Rural) 2020 Wave1 Date of publication: February 1, 2021 Available on the ASER Centre website (www.asercentre.org)
3. **Astuti Ari Yuli, I Putu Sukmaantara, Sudarsono (2014).** The effect of using stick figures on listening comprehension achievement of the eighth-grade students of smpn 13 jember in the 2012/2013 academic year FKIP University, Jember. Vol. 3 No. 2(2014)
4. **Bhaskaran, Dhanya. (June 11,2013).** Stick Figures in the classroom. Retrieved from http://www.teachersofindia.org/en/article/stick-figures-classroom
5. **Brewer G. (2015).** Introduction: Creativity and Education. In: Brewer G., Hogarth Benefits and Challenges 3rd International Conference on Current Issues in Education
6. **Cahyati Primadina and Madya Suwarsih, (2018).** Teaching English in Primary Schools: R.(eds) Creative Education, Teaching and Learning. Palgrave Macmillan, London.
7. **Dhull, Dr. Poonam (2015).** Elements of Learning Styles and Academic Achievement of Secondary School Students, International Journal of Research in Economics and Social Sciences (IJRESS) Available online at: http://euroasiapub.org Vol. 7 Issue 5, May- 2017, pp. 136~140.
8. **Hidi Suzanne, (2006).** Interest: A unique motivational variable Educational Research Review 1 (2006) 69–82 **doi:10.1016/j.edurev.2006.09.001**
9. **India Education Profile (2005).** NCEE National Center Education and The Economy New Commission on The Skills Of The American Workforce November 2005. National Center On education and the Economy.
10. **Thirubhuvanai, GPS**. Stick Figures and Drama in the English Classroom. Retrieved from https://www.azimpremjifoundationpuducherry.org/teacher-reflections/stick-figures-and-drama-
11. **Kaushik Amit, Parth J Shah, Chavan Madhav, Dyer Caroline, Vimala Ramachandran and Sharma Rajeev (2014).** Primary Education in India. Current Status and Future Challenges VIKALPA Volume 34 NO 2 April - June 2009

12. **Lin Yang, Nejiang Wang C. (2018).** Study on Education Method of Children's Stick Figure Drawing Based on Color Form. International Conference on Education, Psychology, and Management Science (ICEPMS) Normal University, Zhang Daqian Academy of Fine Arts, 641100
13. **Mangal, S.K. (2015).** Education Psychology. PHI Learning Private Limited. Pg.365- 380.
14. **Mangal, S.K. (2015).** Education Psychology. PHI Learning Private Limited. Pg.420-427
15. **Mondal Abhijeet, Shah Aniruddha, Baidya Nazar Mudassar, (2015)**. National curriculum Framework for teacher education 2009. A review of its perspectives andrelevance. International Journal of applied research 2015.1(9):776-778
16. **Natael S., Roswita, S., & Hilman P., (2014).** The Effectiveness of Using Recount Text To Improve Writing Skill For Grade III Students Of Kalam Elementary School 2 Pematangsiantar. IOSR Journal of Humanities and Social Science (IOSR-JHSS), 1(12), 56-64.
17. **National Education Policy (July, 2020). (Report**) Ministry of Human Resource Development. govt. of. india .
18. **NCERT (2006).** National Focus Group Position Paper on Teaching of English, New Delhi: National Council of Educational Research and Training NCERT.
19. **NCERT (2006).** National Focus Group Position Paper on Aims of Education, New Delhi: National Council Of Educational Research and Training.
20. **NCERT (2006).** National Focus Group Position Paper on Knowledge and Education, New Delhi: National Council of Educational Research and Training NCERT.
21. **NCERT, (2019).** Learning Indicators and Learning Outcomes at the Elementary Stage. National Council Of Educational Research And Training Sri AurobindoMarg, New Delhi-110016
22. **Roy, Nilima.(2014).** Challenges in Indian Classrooms to teach English as a Second Language. International conference ICT for Language Learning. https://conference.pixel-online.net/ICT4LL/files/ict4ll/ed0010/FP/3978-SLA2572-FP-ICT4LL10.pdf
23. **Rodridgguez, Jaime.(2009).** Tutorial 'Draw and Teach with Stick Figures.' Retrived from https://www.slideshare.net/jaanrod/tutorial-draw-and-teach-with-stick-figures.
24. **Rutledge, (2014).** Problems of teaching English at primary level, Journal of Research & Method in Education, 2014, vol. 4.

25. **Uvaraj T. (2015)** Creativity in English Language among B.Ed. Students in Puducherry Region. Mizoram University Journal of Humanities & Social Sciences (A National Refereed Bi-Annual Journal) Vol I Issue 1 June 2015, Vol.2, No.1, ISSN No. ISSN: 2395-7352
26. **Sari Anggeh Kartika (2014).** The use of instructional media in teaching English with curriculum 2013 at SMK PGRI 3 MALANG English Department Faculty Of Teacher Training And Education University Of Muhammadiyah Malang November 2014
27. **Sari Nike Nufita (2014).** Improving the fifth-grade Students' vocabulary Achievement by using stick figures at SDN Dawuhanlor 5 lumajang in the2013/2014 academic year
28. **Shabiralyani Ghulam, Hasan Khuram Shahzad, Hamad Naqvi, Nadeem Iqbal (2015).** Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan. Journal of Education and Practice Vol.6, No.19, 2015 Retrieved from https://doi.org/10.1057/9781137402141_1
29. **Stephanie F. Reid, (2020).** Playful Images and Truthful Words: Eighth-Graders Respond to Shaun Tan's Stick Figures. Journal of Language and Literacy Education Vol. 16 Issue 1—Spring 2020
30. **Sundar, Prem. (2018**). 'The Effectiveness of Audio-Visual Aids in Teaching Learning process' IJCRT | Volume 6, Issue 1 February 2018 | ISSN: 2320-2882
31. **Wang Hui, Karen Joy Umila.** Research on Innovative Techniques of Stick Figure Drawing in Pre-School Majors of Weifang Institute of Technology. Advances in Vocational and Technical Education (2021) 3: 45-48. DOI: **http://dx.doi.org/10.23977/avte.2021.030209.**
32. **Wei Ying, (2015).** The Application of Stick Figures in Primary School English Teaching Proceedings of the 2015 2nd International Conference on Education, Language, Art and Intercultural Communication, Atlantis Press.
33. **Zavi Shivangi.** Interest: Meaning, Types and Measurement Psychology Retrieved from https://www.psychologydiscussion.net/notes/psychology-notes/educational- psychology-psychology-notes/interest-meaning-types-and-measurement psychology/2